MARGINALIA

Announcement from the Center for Asian and Pacific Studies at the University of Oregon:

SOUTHEAST ASIAN STUDIES
BROWN BAG TALK
* * *
125 CHILES
(PLEASE NO FOOD OR DRINKS
IN THIS ROOM)

"*Empty* brown bag talk?" a reader wonders.

■

News item in the Waterville (Me.) *Morning Sentinel:*

"PITTSFIELD—As the vote nears on School Administrative District 53's $6.1 budget, an idea continues to surface that promises to save the district money. . . ."

Anything to get rid of that pesky extra dime.

■

Headline on a news release from York University, Ontario:

ORANGUTANS TO RECEIVE CREDIT
DURING CONFERENCE
OF PRIMATOLOGISTS

They're sitting in as auditors?

■

A memorandum at Florida Agricultural and Mechanical University cites this new dress policy:

"Normal business attire (coat and tire / dress or suit) . . .

We hate to admit it, but we fit the bill.

■

Memorandum from the Asian Division of the University of Maryland:

"For the Term V schedule cover, we are strongly suggesting that you use blue ink on white paper. All promotional materials for Term V are in this color scheme. Remember the object is to have everything look the same. . . .

"We are using blue this term to target men. As we have mentioned in the past it is one of their favorite colors. Blue signifies emotional tranquility, rest, relaxation, and recuperation—a message that goes well with the final term of the year.

"As people at your base see book bags, posters and schedule covers all with the same look, we will, in advertising terms, 'increase the number of impressions.' The more impressions we make, the more we will increase our 'top of mind awareness' and the more people will enroll."

Sure, sure.

■

Headline in *The Daily Utah Chronicle*, the newspaper at the University of Utah:

U. PRESIDENT PROMISES
FUTURE IMPROVEMENTS
IN INAUGURATION SPEECH

Sorry. It's now or never.

—C.G.

In Brief

Mascots rustle up patent dispute

TULSA, OKLA. — Oklahoma State University and the University of Wyoming are hoping to settle a three-year-old trademark dispute over their Pistol Pete mascots.

The mascots of the institutions—both home to "the Cowboys"—are virtually identical, except that the bowlegged gunfighter from the Old West wears orange and black duds at Oklahoma and brown and yellow at Wyoming.

Both universities filed a trademark application with the U.S. Patent and Trademark Office in 1989. Oklahoma State has been granted a patent. Wyoming's application is pending. Officials at both institutions say they would like to settle the confusion out of court. One proposed settlement would allow each university to display and sell products with its mascot only in certain regions of the country. New Mexico State University, which has a maroon-and-black Pistol Pete mascot, has not been involved in the dispute. According to experts in such things, as many as 20 other high schools and colleges may have Pistol Pete as their mascot. ■

U. OF WYOMING

OKLAHOMA STATE U.

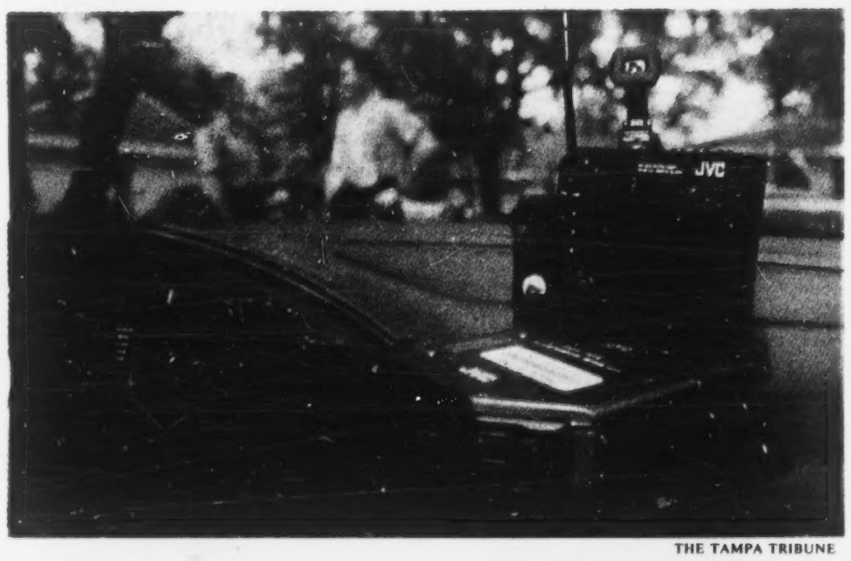
College reading list causes controversy

NEW LONDON, CONN.—Connecticut College's traditionally tame summer reading list caused a stir this year when Camille Paglia's book, *Sexual Personae: Art and Decadence From Nefertiti to Emily Dickinson*, was included.

Frederick S. Paxton, head of the 10-member committee that selected the books, said the college had started summer-reading lists three years ago to create a sense of community among students and faculty and staff members.

But some professors balked at Ms. Paglia's book, which has been criticized by many feminists. To quell the controversy, the committee added another book: Susan Faludi's *Backlash: The Undeclared War Against American Women*. The two will be read and discussed in tandem.

Ms. Paglia could not be reached for comment. ■



THE TAMPA TRIBUNE

Cameras help police with drunk drivers

TAMPA, FLA.—The University of South Florida police department has installed video cameras on the dashboards of two of its police cars to help in the conviction of drunk drivers on the campus. Pat Johnson, who serves on the campus force, said the tapes can show a person driving erratically and failing a sobriety test and "that gives us the evidence we need to win cases." ■

Institutions face fines for PCB's

SAN FRANCISCO—The University of California system, Bakersfield College, and the University of Hawaii at Manoa are the latest higher-education institutions to be charged by the Environmental Protection Agency with violating federal regulations that guide the use of equipment containing polychlorinated biphenyls, or PCB's.

In 1979, the agency banned the manufacture of PCB's, which have been widely used in electrical equipment, because they were found to be a probable human carcinogen.

The agency also required that by October 1, 1990, equipment containing PCB's in public buildings—including those on college and university campuses—must be removed or fitted with special protective devices.

The California system and Bakersfield have paid fines of $150,000 and $10,000, respectively, to the EPA, and both have agreed to remove or protect equipment using PCB's. Hawaii, which was assessed a $129,000 penalty last month, has not yet settled with the EPA. ■

ARTHUR POLLACK, BOSTON HERALD

Harvard law students disrupt commencement

CAMBRIDGE, MASS.—Harvard Law School graduates disrupted their commencement service this month, demanding that the school hire more women and members of minority groups. The students (*above*) waved banners and signs calling for the resignation of Law School Dean Robert C. Clark.

The dean declined to comment. For months, students have complained that the school has not hired enough women or minority-group members. Of the school's 64 professors, 6 are black men, 5 are white women, and 53 are white men. This month the law school tenured David Wilkins, making him the sixth black tenured or tenure-track professor. ■

World College West to close in August

PETALUMA, CAL.—World College West, a small institution that ran up a $4-million debt as its enrollment dwindled, announced last week that it would close in August. About 85 students and 35 faculty members, administrators, and other employees will be affected. The college was founded with an emphasis on international education and claims to be the only accredited institution in the nation that requires students to study abroad in a non-Western culture. ■

Correction

■ Because of incorrect figures supplied by the American Association of University Professors, a table of 1991-92 faculty salaries (*The Chronicle*, April 22) included two incorrect figures for Judson College. Salaries averaged $37,400 for professors and $33,900 for associate professors. ■

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Side-lines

Brooklyn College of the City University of New York, which was found in February to have discriminated against its female athletes and coaches, has announced plans to drop its sports program for financial reasons.

In a statement, the college called the move a "moratorium" and said the program would be withdrawn for "an undetermined period."

The action is part of a $5.4-million budget cut the university system has asked Brooklyn to make for academic 1992-93. The system is looking to cut $40-million over all. The budget for the 15-team sports program at Brooklyn is $1.4-million, including $270,000 in state funds. The college will honor all existing athletic scholarships.

A college spokesman said the decision to cancel athletics was a financial one that was not related to the discrimination findings.

The Education Department's Office for Civil Rights said in February that Brooklyn's sports program was not in compliance with Title IX of the Education Amendments of 1972, which bars sex discrimination in programs that receive federal assistance.

Linda J. Carpenter, one of the two professors who filed a complaint that led to the civil-rights office's finding, said the cancellation of sports at Brooklyn was "a sad loss." She said that while some college officials might be relieved to rid the institution of the "Title IX burden," the college's budget woes were squarely behind the decision to drop athletics.

■

A controversial student center for Appalachian State University has been dropped from a list of construction projects that the University of North Carolina system hopes to finance through a bond referendum this fall.

Students and professors at Appalachian sponsored a bike tour and rally this month to protest the activities center, which they contend is purely a basketball arena, not a true student center. They object to the use of state funds for a sports facility at a time of fiscal constraint for academic programs (*The Chronicle*, May 27).

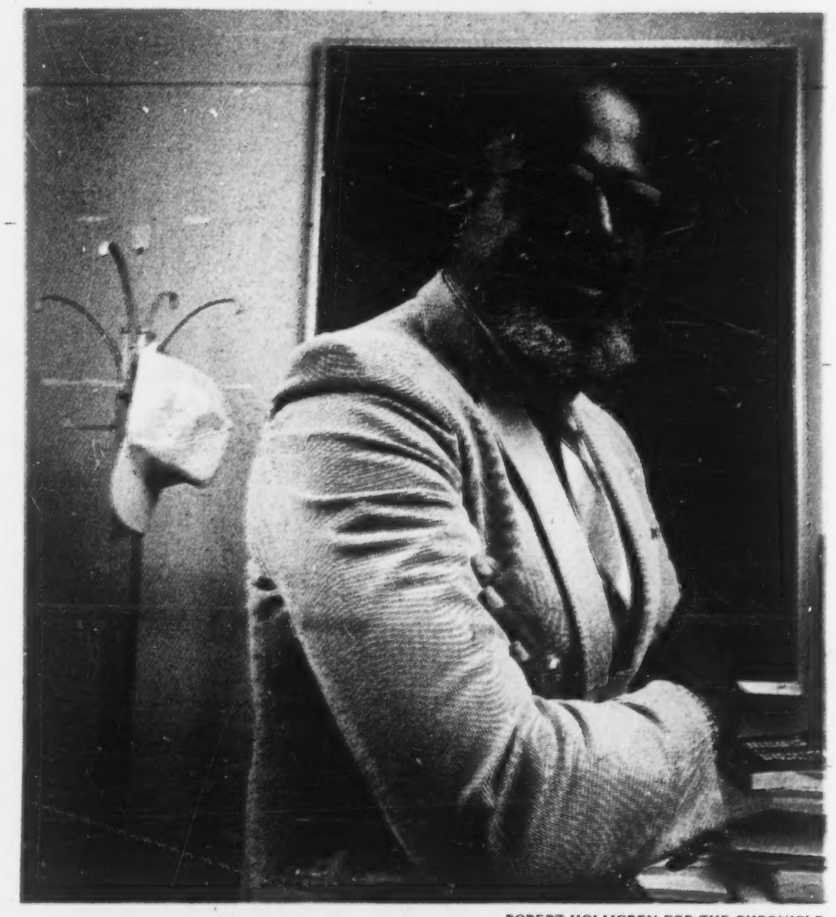
Even after the bike tour, the trustees at Appalachian State reaffirmed their support for the student center. Yet the same day, State Rep. David Diamont, the lawmaker who represents the region surrounding Appalachian State, withdrew his backing for the center.

Last week, a university system official announced that the Appalachian State center—as well as athletic facilities at East Carolina and North Carolina State Universities—had been withdrawn from the system's $300-million wish list. He said political support for the projects seemed to have faded.

But an Appalachian official said last week that the center would be built. "It's not a question of if," he said, "it's a question of when."

Athletics

Blacks' Big Share of Athletic Scholarships Contrasts With Low Overall Enrollment



ROBERT HOLMGREN FOR THE CHRONICLE

Harry Edwards of Berkeley says the disparity between the number of black athletes and students "demoralizes" those in high school.

MICHAEL VAUGHN FOR THE CHRONICLE

Gary A. Sailes of Indiana U. defends big-time college sports as an avenue of "upward mobility" for young blacks.

Continued From Page A1

see it as their only chance, of course they take it," says Andrew Hacker, a political-science professor at City University of New York's Queens College, and author of *Two Nations: Black and White, Separate, Hostile, Unequal*, a best-selling book about race. "But the cynicism of colleges in capitalizing on this is a real blot."

Some sports officials, academics, and activists, however, say that sports programs should be cheered, not castigated, for their role in integrating colleges. They also say they do not object to the heavy representation of black athletes, as long as colleges are providing a meaningful education to the athletes they bring to campus.

Advocates of that view, citing evidence that black athletes on many campuses graduate at a higher rate than other black students, argue that sports are a realistic route out of poverty and to a successful life.

"I'm not against a university's recruiting black athletes," says Gary A. Sailes, assistant professor of sport sociology at Indiana University. "My attitude is, you're bringing black bodies to campus, and it's better than not having blacks at all.

"But if you bring the kids on campus, you've got to get them graduating."

Data From an NCAA Form

The Chronicle compiled the information about race from a graduation-rates form that each Division I institution was required to submit to the National Collegiate Athletic Association in 1991.

Each college's form contains information about the racial composition of its full-time undergraduates and its scholarship athletes in the 1990-91 academic year.

At the average Division I college, 6 per cent of the full-time students were black, compared with 22 per cent of all scholarship athletes, nearly 43 per cent of the football players, and 60 per cent of the basketball players. For colleges that play football at the NCAA's highest level, Division I-A, the percentage of black football players was higher—about 47 per cent.

Three key questions emerged from discussions with sports officials and experts on race:

What messages do the disparities send about the colleges?

What kind of atmosphere are the institutions creating on their campuses for students, black and white?

And does the fact that graduation rates for black athletes may be higher than those for other black students on many campuses justify the high rate of recruitment of black athletes?

'The Message Is Clear'

Arthur Ashe, the former professional tennis star who has advocated tougher academic standards for athletes, says that by recruiting black athletes and giving them scholarships in large numbers, colleges tell young blacks that their athletic skills are more valuable than their minds.

As a result, he says, black families are much more likely than white ones to push their kids onto the playing fields, too often at the expense of the classroom.

"I think if a sociologist wanted to study it, he or she would find a causality between the willingness of colleges to bring in athletes who are marginally qualified academically, and the willingness of black athletes to deemphasize the academic component in favor of sports," says Mr. Ashe. "The message is clear: The colleges are interested in us primarily as athletes."

Israel Tribble, Jr., president of the Florida Endowment Fund for Higher Education, which seeks to increase the number of blacks in higher education, also complained that colleges seemed more willing to bend their standards for athletes than for non-athletes, who often are more likely than the athletes to take advantage of the educational opportunity.

"It is not bad to bring athletes to campuses if they're given a fair chance to succeed in the classroom as well as on the field," says Mr. Tribble. "But it's somewhat contradictory to have a different set of standards, depending on what part of the university you're going to be in."

Many college officials say colleges should not be criticized for having significant numbers of black athletes on their campuses, since the chance to play sports has given thousands of athletes access to an education that they might not otherwise have received.

Others say that while universities should be encouraged to recruit and provide scholarship money for black students who are not athletes, they shouldn't be blamed for using the resources available to them—in this case, athletic scholarships—to diversify.

'A Better Source of Diversity'

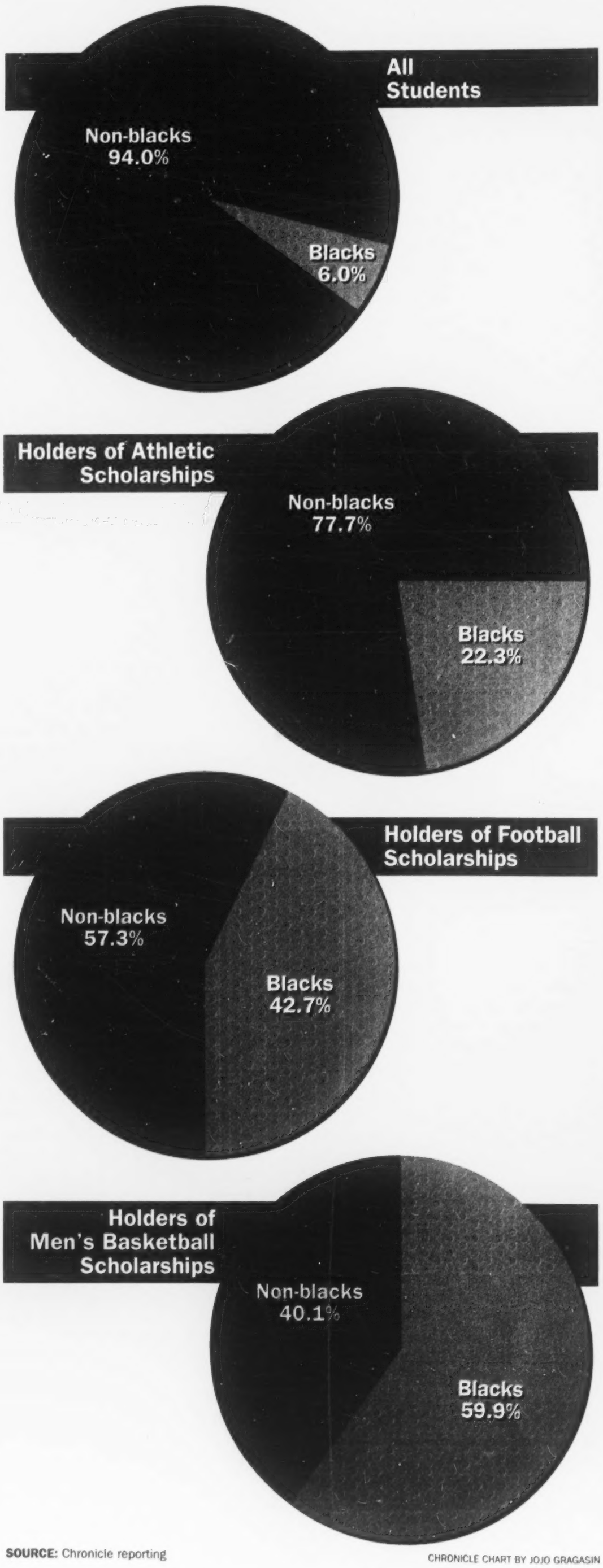
John C. Phillips, a sociology professor at the University of the Pacific who specializes in sports, says his institution has a program that gives full scholarships to local citizens who "don't have a history of college education in their family background."

"Obviously that's a better source of diversity, because they come in on the basis of their academic ability," he says. "Using athletics is an inefficient system of bringing minority students on campus. But realistically, if sports scholarships were dropped, I don't think the money would be used to bring other minority students on campus."

If you see a black male student on the

Continued on Page A34

FACT FILE: Black Athletes and Other Undergraduates at 245 Colleges in NCAA Division I



SOURCE: Chronicle reporting

CHRONICLE CHART BY JOJO GRAGASIN

JOSÉ AZEL, CONTACT PRESS IMAGES

	Undergraduates		Scholarship athletes: All		Football		Men's basketball	
	Total	Pct. black	Total	Pct. black	Total	Pct. black	Total	Pct. black
American U	5,150	4.9%	130	13.8%	*	*	14	64.3%
Appalachian St U	9,785	4.6	253	33.2	85	47.1	13	69.2
Arizona St U	23,840	2.4	294	29.3	95	44.2	14	78.6
Arkansas St U	5,505	12.2	206	41.7	92	67.4	14	35.7
Auburn U	16,926	4.2	224	37.5	77	62.3	12	66.7
Austin Peay St U	3,438	16.9	148	41.2	64	62.5	11	72.7
Ball St U	15,951	4.3	301	18.3	85	41.2	7	42.9
Baylor U	9,880	3.2	234	31.6	92	48.9	15	53.3
Boise St U	6,758	0.8	207	19.3	85	28.2	12	58.3
Boston C	8,961	3.5	262	18.7	96	31.3	16	62.5
Boston U	Declined to respond †							
Bowling Green St U	15,565	3.8	350	14.9	95	28.4	14	64.3
Bradley U	4,683	7.0	143	9.8	*	*	13	76.9
Brigham Young U	Declined to respond †							
Brooklyn C	12,000	21.2	43	58.1	*	*	14	50.0
Bucknell U	3,178	2.3	279	7.2	98	10.2	10	50.0
Butler U	Declined to respond †							
California St U at Fresno	12,642	4.0	286	28.0	73	50.7	15	80.0
California St U at Fullerton	13,835	2.7	242	22.3	73	46.6	12	91.7
California St U at Long Beach	18,376	6.4	237	33.3	78	50.0	17	76.5
California St U at Northridge	16,759	7.4	237	24.9	66	48.5	15	53.3
California St U at Sacramento	15,205	5.0	278	10.8	66	24.2	11	63.6
Campbell U	Declined to respond †							
Canisius C	3,753	5.5	46	8.7	*	*	2	100.0
Centenary C of Louisiana	746	4.8	116	7.7	*	*	14	50.0
Central Connecticut St U	6,591	5.0	155	25.8	70	27.1	15	80.0
Central Michigan U	14,122	2.5	290	20.3	96	30.2	14	78.6

* The institution does not play Division I football.

† Some of the colleges that declined to respond to The Chronicle's survey cited privacy reasons, while others said they would wait for the NCAA to release the information collectively.

CONTINUED ON FOLLOWING PAGE

FACT FILE: Black Athletes and Other Undergraduates at 245 Colleges in NCAA Division I CONTINUED

	Undergraduates		Scholarship athletes: All		Football		Men's basketball	
	Total	Pct. black	Total	Pct. black	Total	Pct. black	Total	Pct. black
Charleston Southern U	1,352	22.6%	124	21.8%	*	*	12	91.7%
Chicago St U	2,935	91.6	96	69.8	*	*	12	91.7
The Citadel	1,963	6.6	192	24.5	81	40.7	14	28.6
Clemson U	12,280	7.2	290	32.8	83	62.7	14	78.6
Cleveland St U	7,049	9.8	167	17.4	*	*	15	80.0
Colgate U	2,680	5.5	294	10.9	82	9.8	11	27.3
C of the Holy Cross	2,736	4.0	128	17.2	64	25.0	14	28.6
C of William and Mary	5,097	6.8	264	20.8	72	30.6	15	40.0
Colorado St U	15,534	1.8	187	23.5	84	32.1	14	57.1
Creighton U	3,576	3.1	140	8.6	*	*	14	35.7
Davidson C	1,499	4.2	48	22.9	17	23.5	15	46.7
De Paul U	9,447	11.5	134	16.4	*	*	12	83.3
Drake U	3,569	3.6	157	13.4	*	*	15	73.3
Drexel U	6,547	7.3	151	6.6	*	*	11	45.5
Duke U	6,106	6.9	252	14.7	89	33.7	13	38.5
Duquesne U	7,153	2.1	134	13.4	*	*	14	71.4
East Carolina U	12,283	8.2	256	40.6	83	68.7	15	73.3
East Tennessee St U	7,540	3.4	29	27.6	13	46.2	1	100.0[1]
Eastern Illinois U	8,933	5.0	259	17.4	81	24.7	15	53.3
Eastern Kentucky U	8,183	6.5	188	37.2	78	53.8	16	62.5
Eastern Michigan U	12,493	8.5	273	24.5	87	39.1	15	60.0
Eastern Washington U	6,526	1.8	133	21.8	66	19.7	13	61.5
Fairfield U	2,928	1.4	52	17.3	*	*	11	63.6
Fairleigh Dickinson U	3,189	18.3	82	28.0	*	*	13	69.2
Florida International U	8,257	8.6	143	9.8	*	*	10	50.0
Florida St U	18,995	7.1	304	35.9	93	69.9	16	81.3
Fordham U	5,054	5.0	354	5.1	93	4.3	15	40.0
Furman U	2,489	3.5	193	19.2	78	34.6	13	46.2
George Mason U	9,457	6.1	125	28.8	*	*	13	69.2
Georgetown U	Declined to respond †							
George Washington U	5,787	4.9	142	12.7	*	*	13	61.5
Georgia Inst of Tech	9,270	7.5	230	38.6	95	54.7	13	46.2
Georgia Southern U	10,055	12.9	204	25.0	72	47.2	11	81.8
Georgia St U	6,446	14.1	121	17.4	*	*	11	81.8
Gonzaga U	2,280	0.7	88	3.4	*	*	14	21.4
Hofstra U	Declined to respond †							
Idaho St U	6,217	0.9	158	18.4	60	23.3	14	57.1
Illinois St U	17,916	6.2	290	22.1	69	52.2	12	75.0
Indiana St U	8,481	7.6	222	31.5	75	46.7	17	35.3
Indiana U	24,688	4.3	304	20.4	93	40.9	12	41.7
Iona C	4,231	12.2	114	17.5	*	*	12	83.3
Iowa St U	19,142	2.4	296	16.2	65	36.9	14	64.3
Jacksonville U	1,889	4.8	77	18.2	*	*	14	78.6
James Madison U	9,311	9.5	282	26.2	71	53.5	15	66.7
Kansas St U	15,027	2.8	215	29.3	64	39.1	22	50.0
Kent St U	19,636	5.8	333	15.3	90	42.2	15	40.0
La Salle U	3,242	4.3	191	7.9	*	*	16	56.3
Lafayette C	1,967	3.5	157	13.4	64	23.4	11	27.3
Lamar U	5,378	18.9	162	37.0	20	30.0	15	66.7
Lehigh U	4,508	2.1	202	11.9	87	16.1	11	27.3
Liberty U	4,618	5.2	248	21.8	76	44.7	15	46.7
Long Island U–Brooklyn Center	2,987	41.3	81	18.5	*	*	15	73.3
Louisiana St U	16,642	7.5	287	29.6	86	48.8	13	61.5
Louisiana Tech U	7,327	14.4	210	42.4	94	56.4	15	86.7
Loyola C (Md.)	3,247	2.2	105	7.6	*	*	14	35.7
Loyola Marymount U	3,716	4.9	64	15.6	*	*	14	42.9
Loyola U of Chicago	5,948	6.2	131	3.8	*	*	14	21.4
Manhattan C	2,832	3.2	103	19.4	*	*	13	61.5
Marist C	2,946	2.7	34	20.6	*	*	14	42.9
Marquette U	7,820	3.4	98	12.2	*	*	15	40.0
Marshall U	7,785	3.8	221	25.3	80	43.8	14	71.4
McNeese St U	Declined to respond †							
Memphis St U	11,096	20.7	250	38.8	95	52.6	14	78.6
Mercer U	2,120	10.6	118	16.1	*	*	12	58.3
Miami U	13,592	2.4	360	12.8	91	35.2	14	35.7
Michigan St U	31,118	7.6%	388	20.6%	103	37.9%	16	50.0%
Middle Tennessee St U	11,233	10.1	145	51.0	59	62.7	14	92.9
Mississippi St U	10,378	13.5	198	41.9	88	64.8	13	76.9
Monmouth C	1,929	5.1	86	17.4	*	*	13	38.5
Montana St U	8,611	0.3	179	11.2	78	14.1	15	53.3
Morehead St U	4,459	3.9	152	22.4	61	41.0	15	40.0
Mount Saint Mary's C	1,326	5.0	79	21.5	*	*	15	33.3
Murray St U	5,998	4.2	177	28.8	72	43.1	14	71.4
New Mexico St U	9,177	1.5	202	21.8	74	32.4	14	78.6
Niagara U	2,106	4.2	100	7.0	*	*	12	50.0
Nicholls St U	4,218	10.1	216	25.9	72	50.0	17	58.8
North Carolina St U	15,488	10.3	275	26.2	84	47.6	10	60.0
Northeast Louisiana U	7,871	16.1	229	37.6	92	62.0	11	63.6
Northeastern Illinois U	4,028	13.2	85	9.4	*	*	11	45.5
Northeastern U	13,788	5.4	226	23.9	55	32.8	15	93.3
Northern Arizona U	11,046	1.4	344	15.7	107	28.0	20	40.0
Northern Illinois U	16,315	7.3	302	21.5	103	44.7	15	53.3
Northwestern St U of Louisiana	4,812	19.6	195	32.8	80	48.8	13	46.2
Northwestern U	Declined to respond †							
Ohio St U	34,349	5.4	328	22.0	90	40.0	13	61.5
Ohio U	14,015	4.2	325	16.3	92	34.8	15	46.7
Oklahoma St U	13,556	2.8	222	24.3	78	50.0	11	63.6
Old Dominion U	9,703	12.0	142	15.5	*	*	13	76.9
Oregon St U	12,394	1.2	215	23.3	79	45.6	15	40.0
Pennsylvania St U	Declined to respond †							
Pepperdine U	2,440	2.7	103	5.8	*	*	13	30.8
Providence C	3,797	2.0	179	7.8	*	*	10	90.0
Purdue U	26,742	3.8	310	27.4	90	48.9	14	50.0
Radford U	7,655	3.3	151	15.9	*	*	12	66.7
Rice U	2,792	5.9	274	26.3	106	37.7	18	66.7
Rider C	3,138	5.5	175	10.3	*	*	16	50.0
Robert Morris C	4,525	4.3	82	25.6	*	*	13	69.2
Rutgers U	21,440	9.5	302	21.9	69	47.8	12	83.3
Saint Bonaventure U	2,313	1.4	89	10.1	*	*	13	61.5
Saint Francis C (Pa.)	1,001	1.7	75	8.0	*	*	16	37.5
Saint Francis C (N.Y.)	Declined to respond †							
Saint John's U	Declined to respond †							
Saint Joseph's U	2,635	3.9	121	13.2	*	*	14	50.0
Saint Louis U	6,541	5.5	106	5.7	*	*	12	50.0
Saint Mary's C of California	1,975	3.6	160	12.5	*	*	11	54.5
Saint Peter's C	1,945	9.0	136	17.6	*	*	14	71.4
Samford U	Declined to respond †							
Sam Houston St U	11,188	11.3	190	31.1	80	45.0	13	69.2
San Diego St U	Declined to respond †							
San Jose St U	16,324	4.4	182	21.4	54	42.6	14	64.3
Santa Clara U	3,717	2.5	144	11.1	56	14.3	13	53.8
Seton Hall U	Declined to respond †							
Siena C	2,773	1.5	26	23.1	*	*	15	33.3
Southeastern Lousiana U	9,500	6.0	136	27.9	*	*	13	76.9
Southern Illinois U at Carbondale	17,760	10.3	297	19.9	89	34.8	13	61.5
Southern Methodist U	5,045	3.9	191	18.3	65	33.8	14	50.0
Southern Utah U	2,882	0.9	140	10.0	62	16.1	14	28.6
Southwest Missouri St U	14,365	2.1	313	24.3	86	47.7	16	62.5
Southwest Texas St U	14,688	5.4	215	33.0	86	45.3	14	50.0
Stanford U	6,549	8.3	241	18.7	92	30.4	15	26.7
St U of New York at Buffalo	14,041	6.3	82	14.6	*	*	14	78.6
Stephen F. Austin St U	10,099	4.6	205	29.3	81	42.0	13	61.5
Stetson U	2,022	2.1	132	9.1	*	*	15	66.7
Syracuse U	12,896	6.3	319	27.0	82	47.6	7	42.9
Temple U	Declined to respond †							

* The institution does not play Division I football.

† Some of the colleges that declined to respond cited privacy reasons, while others said they would wait for the NCAA to release the information collectively.

[1] At East Tennessee State, only information about freshman athletes was provided.

[2] Weber State, like many universities, does not require students to identify their race. As a result, some universities reported a large number of unidentified students, which explains why Weber State shows more black athletes than black students over all.

	Undergraduates		Scholarship athletes					
			All		Football		Men's basketball	
	Total	Pct. black	Total	Pct. black	Total	Pct. black	Total	Pct. black
Tennessee Tech U	6,039	3.7%	145	26.9%	69	42.0%	12	58.3%
Texas A&M U	30,843	3.0	361	26.6	103	54.4	18	66.7
Texas Christian U	4,736	3.3	217	24.4	74	39.2	16	68.8
Texas Tech	18,345	3.0	223	26.9	83	41.0	14	64.3
Towson St U	9,821	7.6	220	17.3	65	35.4	13	76.9
Tulane U	5,581	6.3	173	35.8	87	49.4	14	64.3
U of Akron	13,541	7.3	236	25.4	78	53.8	13	61.5
U of Alabama	14,800	9.8	263	31.9	91	59.3	15	93.3
U of Alabama at Birmingham	1,731	28.7	109	17.4	*	*	14	71.4
U of Arizona	22,616	2.2	298	27.5	92	50.0	12	66.7
U of Arkansas at Fayetteville	10,203	5.6	245	30.2	81	54.3	15	80.0
U of Arkansas at Little Rock	5,450	10.7	107	15.0	*	*	15	60.0
U of California at Berkeley	21,590	6.9	290	23.1	85	43.5	15	53.3
U of California at Irvine	13,840	3.0	154	11.7	*	*	14	50.0
U of California at Los Angeles	23,594	6.7	322	26.4	88	52.3	12	83.3
U of California at Santa Barbara	15,975	3.2	147	8.8	*	*	13	53.8
U of Central Florida	10,847	3.5	218	20.2	80	36.3	13	61.5
U of Cincinnati	11,891	6.2	214	26.2	73	50.7	9	66.7
U of Colorado at Boulder	Declined to respond †							
U of Connecticut	14,167	3.7	207	18.8	68	33.8	11	63.6
U of Dayton	6,443	3.6	80	15.0	*	*	13	61.5
U of Delaware	13,945	4.4	135	25.9	82	29.3	13	69.2
U of Detroit	Declined to respond †							
U of Evansville	2,212	2.9	141	2.8	*	*	12	33.3
U of Florida	22,904	7.0	253	30.4	85	52.9	11	63.6
U of Georgia	19,633	5.9	303	32.3	93	58.1	15	73.3
U of Hartford	4,377	5.3	125	10.4	*	*	14	50.0
U of Hawaii	12,775	0.7	270	20.4	92	39.1	14	71.4
U of Houston	15,622	9.5	245	49.4	79	54.4	13	69.2
U of Idaho	6,427	1.0	152	20.4	71	29.6	11	74.4
U of Illinois at Chicago	13,780	10.6	187	10.7	*	*	14	85.7
U of Illinois at Urbana-Champaign	25,957	7.2	293	23.5	91	41.8	10	50.0
U of Iowa	16,270	2.7	351	18.8	91	35.2	14	50.0
U of Kansas	18,137	2.7	332	21.4	87	46.0	15	60.0
U of Kentucky	14,025	3.8	270	27.0	99	46.5	12	58.3
U of Louisville	10,439	11.5	330	24.5	97	50.5	13	76.9
U of Maine	7,406	0.6	178	14.0	65	26.2	14	42.9
U of Maryland Baltimore County	6,299	13.6	141	15.6	*	*	12	66.7
U of Maryland at College Park	21,288	11.2	328	23.8	93	40.8	11	72.7
U of Massachusetts at Amherst	17,189	2.4	245	9.8	67	27.3	13	61.5
U of Miami	7,851	6.9	193	40.9	90	67.8	13	69.2
U of Michigan	22,797	6.7	355	18.0	94	41.5	12	58.3
U of Minnesota Twin Cities	27,078	2.7	406	14.5	93	39.8	17	52.9
U of Mississippi	9,794	9.1	231	38.5	92	52.2	15	60.0
U of Missouri at Columbia	16,770	4.2	327	21.4	94	39.4	13	46.2
U of Missouri at Kansas City	3,925	6.7	88	18.2	*	*	13	61.5
U of Montana	6,617	0.5	164	10.4	76	10.5	15	53.3
U of Nebraska	16,716	2.2	332	22.3	87	49.4	13	53.8
U of Nevada at Las Vegas	7,935	6.1	235	31.1	76	53.9	12	66.7
U of Nevada at Reno	7,822	1.8	201	23.4	75	41.3	13	69.2
U of New Hampshire	9,110	0.3	167	10.8	72	20.8	13	23.1
U of New Mexico	9,872	2.4	343	19.0	91	48.4	17	58.8
U of New Orleans	8,609	12.9	77	35.1	*	*	14	92.9
U of North Carolina at Asheville	2,008	3.9	97	16.5	*	*	12	58.3
U of North Carolina at Chapel Hill	13,823	10.3	409	20.5	82	57.3	16	50.0
U of North Carolina at Charlotte	9,664	11.7	160	20.6	*	*	16	81.3
U of North Carolina at Wilmington	5,746	6.3	150	9.3	*	*	14	50.0
U of North Texas	15,866	7.2%	184	38.6%	75	58.7%	12	58.3%
U of Northern Iowa	10,005	1.5	243	15.6	85	27.1	16	43.8
U of Notre Dame	7,485	4.5	273	22.7	90	54.4	11	54.5
U of Oklahoma	12,312	5.9	299	26.8	84	46.4	13	61.5
U of Oregon	12,450	1.5	245	17.6	95	28.4	13	53.8
U of the Pacific	2,519	3.2	196	17.9	68	30.9	14	50.0
U of Pittsburgh	13,488	7.4	256	28.1	86	48.8	16	43.8
U of Portland	1,887	1.6	124	6.5	*	*	16	25.0
U of Rhode Island	9,519	2.2	227	15.4	83	20.5	14	78.6
U of Richmond	2,837	3.1	173	17.3	78	21.8	14	71.4
U of San Diego	3,699	1.4	84	14.3	*	*	15	53.3
U of San Francisco	2,460	2.9	115	10.4	*	*	15	53.3
U of South Alabama	Declined to respond †							
U of South Carolina	13,538	14.7	263	25.9	82	53.7	13	53.8
U of South Carolina Coastal Carolina C	4,080	7.3	146	8.2	*	*	11	90.9
U of South Florida	14,171	4.8	112	15.6	*	*	14	78.6
U of Southern California	13,339	4.7	261	31.8	94	44.7	13	84.6
U of Southern Mississippi	10,118	15.6	236	40.7	98	62.2	14	71.4
U of Southwest Louisiana	11,906	17.8	209	43.1	92	56.5	14	78.6
U of Tennessee at Chattanooga	4,940	11.0	169	36.7	81	49.4	15	80.0
U of Tennessee at Knoxville	16,357	5.2	267	38.6	95	63.2	13	76.9
U of Texas at Arlington	11,790	7.4	124	22.6	*	*	12	75.0
U of Texas at Austin	31,601	4.3	359	27.6	101	42.6	17	64.7
U of Texas at El Paso	9,494	3.4	163	41.1	75	56.0	13	76.9
U of Texas-Pan American	12,322	0.7	119	19.3	*	*	13	69.2
U of Texas at San Antonio	8,349	3.2	105	22.9	*	*	12	75.0
U of Toledo	15,036	7.1	253	19.8	79	32.9	9	22.2
U of Tulsa	2,848	5.4	190	23.2	81	37.0	13	69.2
U of Utah	19,907	0.7	269	14.5	88	34.1	15	40.0
U of Vermont	7,394	1.0	102	7.8	*	*	13	46.2
U of Virginia	11,154	11.1	368	18.5	90	44.4	13	53.8
U of Washington	20,024	3.9	278	24.8	93	49.5	12	66.7
U of Wisconsin at Green Bay	3,631	1.2	162	4.9	*	*	15	26.7
U of Wisconsin at Madison	26,836	1.9	395	17.5	101	42.6	17	52.9
U of Wisconsin at Milwaukee	12,242	4.4	107	14.0	*	*	13	61.5
U of Wyoming	8,173	1.0	282	13.8	87	21.8	14	71.4
Valparaiso U	2,932	1.3	148	1.4	*	*	12	16.7
Vanderbilt U	Declined to respond †							
Villanova U	Declined to respond †							
Virginia Commonwealth U	10,922	15.3	132	18.9	*	*	16	66.7
Virginia Military Inst	1,350	6.7	179	30.7	71	52.1	12	75.0
Virginia Polytechnic Inst and St U	18,162	4.6	228	30.3	86	52.3	15	86.7
Wagner C	1,125	6.4	128	13.3	*	*	12	66.7
Wake Forest U	3,382	6.9	206	29.1	81	56.8	14	71.4
Washington St U	14,467	1.5	275	19.6	86	41.9	13	61.5
Weber St U [2]	2,259	1.1	186	16.7	71	28.2	15	60.0
West Virginia U	13,413	3.1	417	25.4	127	47.2	17	64.7
Western Carolina U	4,696	4.1	179	32.4	70	50.0	14	71.4
Western Illinois U	10,015	9.1	258	24.0	71	33.8	15	80.0
Western Kentucky U	10,572	5.8	252	28.2	80	57.5	12	66.7
Western Michigan U	16,217	5.3	255	26.7	93	46.2	14	42.9
Wichita St U	7,241	5.2	161	14.3	*	*	13	69.2
Winthrop College	3,552	17.5	134	10.4	*	*	12	50.0
Wright St U	9,167	6.4	176	7.4	*	*	13	53.8
Xavier U	2,855	8.0	112	11.6	*	*	11	90.9
Youngstown St U	9,956	7.3	213	27.7	86	46.5	13	69.2
Totals	**2,408,287**	**6.0**	**49,534**	**22.3**	**13,081**	**42.7**	**3,306**	**59.9**

* The institution does not play Division I football.

† Some of the colleges that declined to respond to The Chronicle's survey cited privacy reasons, while others said they would wait for the NCAA to release the information collectively.

[1] At several universities, only information about freshman athletes was provided.

[2] Weber State, like many universities, does not require students to identify their race. As a result, some universities reported a large number of unidentified students, which explains why Weber State shows more black athletes than black students over all.

SOURCE: CHRONICLE REPORTING

Blacks' Big Share of Scholarships Contrasts With Overall Enrollment

Continued From Page A30

campus of Boise State University, the chances are good that he's an athlete. Thirty-five of the 40 full-time black male students enrolled there in 1990-91 were athletes.

"People see me and immediately assume I'm on the track team," says Ziddi Msangi, a senior fine-arts major at Boise State. "They ask, 'What sport do you play?'

"My response is, I'm on the art team."

It's not only students who assume he is an athlete, Mr. Msangi says. "If you're black, faculty members assume you're an athlete, so ideas are presented to you as if you're stupid. Your academic potential isn't recognized."

"It is not bad to bring athletes to campuses if they're given a fair chance to succeed in the classroom as well as on the athletic field."

Experts on race and others cite myriad problems that the abundance of black athletes and the relative dearth of other black students cause for both groups.

Richard Lapchick, director of Northeastern University's Center for the Study of Sport in Society, says his studies show that black athletes perform better academically and are actively engaged in extracurricular activities in high school, where they are likely to be surrounded by other blacks and have role models in the black teachers and administrators.

"In college all those things are reversed," says Mr. Lapchick, citing NCAA studies showing that many black athletes feel isolated and are more likely than whites to drop out, without a degree, after playing for four years.

"There is no support group in the community they can turn to for mentoring and leadership. They become a subculture, separated not only from whites but from other black students on campus," he says, noting that even black college coaches are in short supply as role models.

Many colleges have established special tutoring and advising programs designed to support the black athletes they recruit. But many of those programs, while beneficial, "conspicuously move these people out of encounters with the black culture," says Ronald C. Althouse, chairman of the anthropology and sociology department at West Virginia University and co-author of a forthcoming book about racism in sports.

"While African-American students are taking a serious re-examination of African-American and Eurocentric concerns, in many respects the black athlete is disallowed or discouraged from that kind of examination," says Mr. Althouse.

While Mr. Edwards of Berkeley worries about the black athlete who is thrust into a hostile or unfriendly environment on a white campus, he is more concerned about black non-athletes.

'Integrity' of Process Eroded

He describes inner-city students who strive to take all of the few college-preparatory classes that their schools offer, "struggling to achieve some semblance of a creditable GPA, oftentimes under extremely difficult circumstances, like metal detectors and armed guards outside the schoolyard."

"He or she does all that," he adds, "only to be told that he or she doesn't qualify for a college like Berkeley, while the athlete at that school who took none of the college-prep courses not only gets in but gets scholarship support.

"That erodes the integrity of the academic process, not just at the university but at the high school. It tells them they are not valued, that education is a farce, that the notion that struggling to get an education is the way to achieve is a lie."

"If athletic scholarships were dropped, I don't think the money would be used to bring other minority students on campus."

Because black athletes are heavily represented, and black non-athletes underrepresented, on many campuses, Mr. Edwards says, colleges also may create a highly negative perception about blacks in the minds of white students, and even in other blacks.

"By not recruiting representative numbers of African-American students, while simultaneously increasing the number of African-American athletes who are almost uniformly less qualified than the black students who are turned down, the impression is created that blacks do better in athletics, because they are either disinclined or incompetent to perform academically," Mr. Edwards says.

Avenue of 'Upward Mobility'

As a high-school student, Mr. Sailes, the Indiana sociology professor, was recruited to overwhelmingly white Mankato State University on a tennis scholarship. He got his degree and embarked on a career in academe. Now, as founder of an advising group for black athletes, he defends big-time college sports as an avenue of "upward mobility" for young blacks.

"The graduation rate of black athletes is higher than for non-athletes," he says. "Sports give you the opportunity if you take advantage of it, and as long as colleges educate the kids they bring in, give them academic support and re-socialize them to realize that things besides sports are important, I have no problem with that."

Linda Greene, a law professor and a member of the athletics board at the University of Wisconsin at Madison, agrees. "Athletics may for some be a vehicle of educational opportunity," she says. "I'm only troubled if they don't graduate, don't pursue a major as other students do, and if their life at the university is consumed by sports."

No solid numbers exist that compare the graduation rates of black athletes with those for other black students, although they will be available when the National Collegiate Athletic Association releases the results of its latest graduation-rates survey late next month.

However, comparisons of graduation rates of black athletes and other students must take into account that athletes on full scholarship are not likely to face the heavy financial pressure confronting other black students, many of whom come from poor families. And non-athletes don't get the intensive tutoring that athletes in most big-time sports programs receive.

Better Balance Sought

While sports officials and experts on race may disagree about colleges' past recruitment policies, they generally concur that colleges must better balance their pursuit of black athletes and non-athletes in the future.

Thomas K. Hearn, Jr., president of Wake Forest University and a member of the NCAA presidents' commission, says observers must acknowledge "how important athletics has been, not only in providing access but in providing role models, emblems of success, for African-Americans."

"College sports have played an enormously valuable role in bringing equal opportunity to a lot of people through athletics," says Mr. Hearn, who has been an outspoken advocate of tougher standards for athletes.

"But what we've got to do is move from this limited, tiny area of opportunity to expand opportunities to all kinds of young people to be doctors and lawyers and accountants."

Hard Work and Money

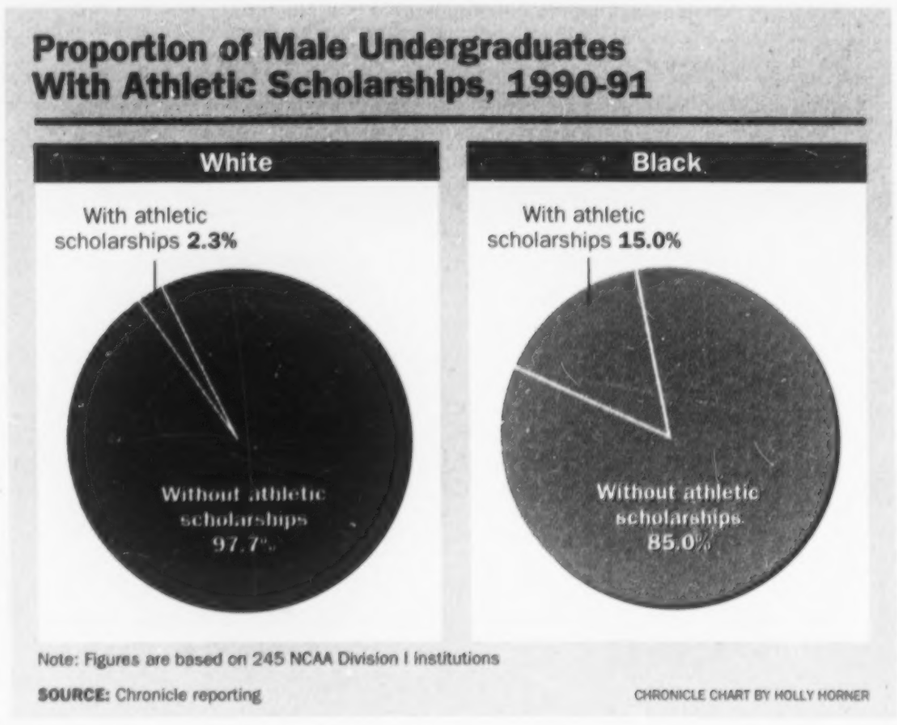
Wake Forest, Mr. Hearn says, is striving to do that. "When I came here, the number of African-American students was tiny, and they were predominantly athletes. We all agreed that this was a very bad thing, and that we were failing in this responsibility."

In 1990-91, according to *The Chronicle*'s survey, 59 of the 111 black male students at the university were athletes. In that same year, about 7 per cent of Wake Forest's student body—and 29 per cent of its athletes—were black.

Next year, for the first time in its history, says Mr. Hearn, 10 per cent of Wake's freshman class will be black.

Hard work and money are needed for colleges to achieve a better balance, says Mr. Tribble.

"My point is, if you can be this aggressive and have this kind of result with athletes, achieving a retention rate greater than for the student body, why can't you take the same kind of risk generally for students, and give them the same kind of financial aid, the support services, the caring and nurturing?" ■


Proportion of Male Undergraduates With Athletic Scholarships, 1990-91
White
With athletic scholarships 2.3%
Without athletic scholarships 97.7%
Black
With athletic scholarships 15.0%
Without athletic scholarships 85.0%
Note: Figures are based on 245 NCAA Division I institutions
SOURCE: Chronicle reporting
CHRONICLE CHART BY HOLLY HORNER

How the Survey Was Conducted

Of the 296 Division I colleges that filled out the National Collegiate Athletic Association's Graduation Rates Disclosure Form in academic year 1990-91, 245 gave *The Chronicle* either the form itself or the racial data it contains.

The Chronicle excluded 29 colleges from its survey. It left out the 18 historically black universities that play Division I sports, because their information would not have provided much insight and would have skewed the data.

And it excluded the eight universities in the Ivy League and the three U.S. service academies, because they do not provide athletic scholarships and hence were not required to fill out the sections of the graduation-rates form that pertain to athletes.

Twenty-two colleges declined to provide the information to *The Chronicle*, citing privacy concerns and other reasons.

Some of the colleges said that since the NCAA would make public much of the information from the graduation-rates forms this summer, they preferred to wait until then.

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Quote, Unquote

News Summary: Page A3

"I think it's one of the most irresponsible outbursts of petty childishness that I've ever seen in all my years on the committee."
Rep. William D. Ford, on Secretary Alexander's criticism of the reauthorization bill: A20

"The competition among private colleges is fierce. Colleges are more desperate to cut a deal."
A professor of economics, on tuition-discount programs at some colleges: A27

"I'm proud of the investments. I'm not embarrassed by it. You can't make a list that's too long for me."
The president of West Virginia U., on winning earmarked funds from Congress: A21

"The road to the classroom is paved with abandoned manuscripts."
An associate professor, on the lessons of a sabbatical: B2

"If terrorists or other countries can acquire the basic building blocks of nuclear weapons, the disarmament of the former superpowers may be irrelevant."
The executive director of Sigma Xi, on hazards of the nuclear era: A40

"This is a unique chance to be in contact with such famous scholars and academicians and politicians whom we know only by their works. I couldn't imagine it even two months ago."
A Bulgarian official, on a semester at the Hoover Institution: A31

"We're not trying to brainwash these guys. We like to think America sells itself."
An associate director of the institution: A31

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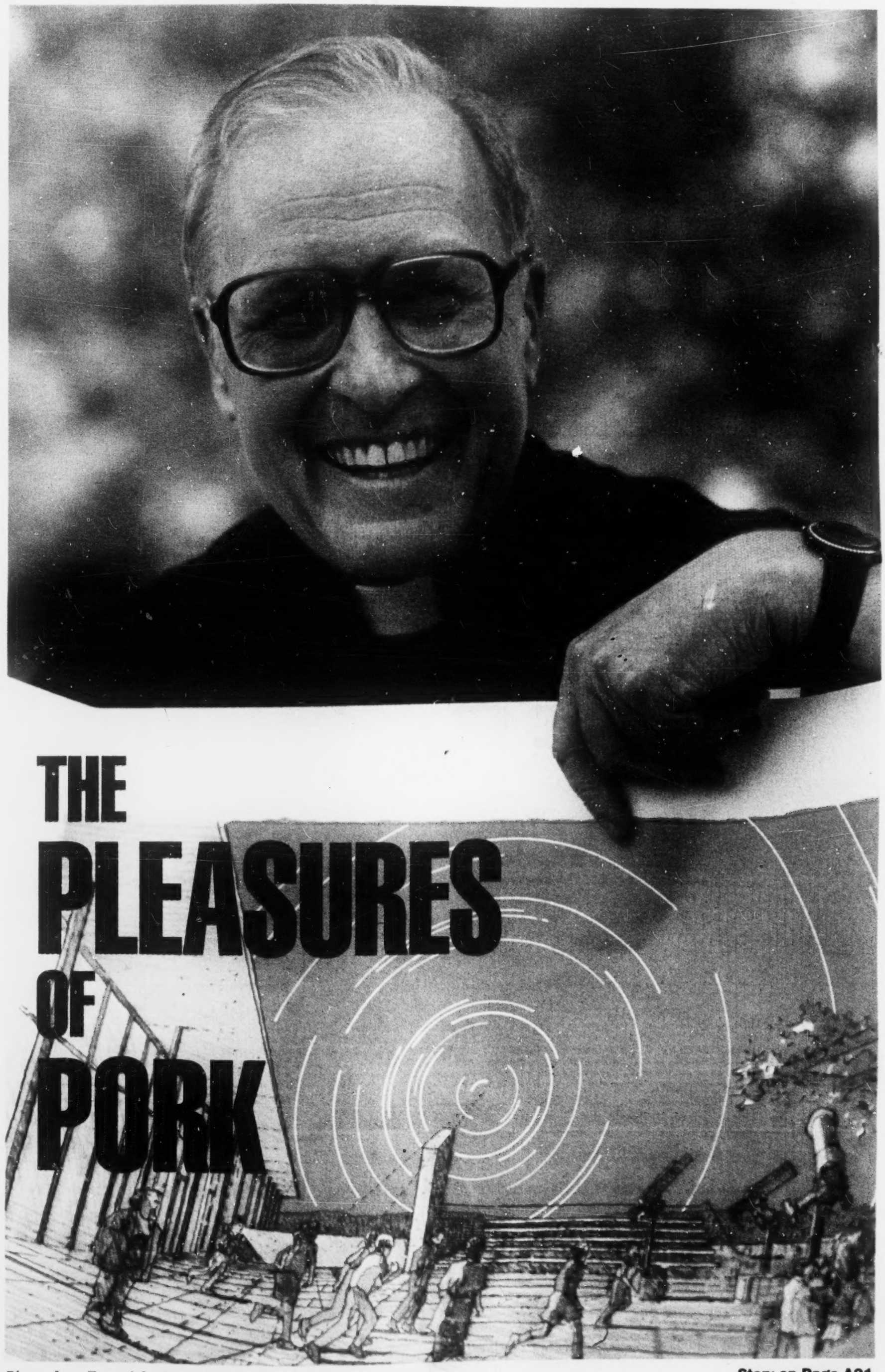


Photo: Jane Freund for The Chronicle

Story on Page A21

MARGINALIA

Note in the program of the 160th commencement of Wesleyan University:

"The audience is asked to remain seated until the end of the recession."

While acknowledging that the request was perfectly appropriate to the occasion, at least one job-hunting graduate wished the authorities could have found another way of saying it.

■

News item in *The Daily* of the University of Washington:

"The UW Medical Center was selected last week to be the sole Northwest distributor of taxol, a controversial new anti-cancer drug. . . .

"Because the Hutchinson Center is not currently conducting any taxol research, it has, in turn, designated the UW School of Medicine's Division of Medical Ontology to distribute the drug."

Aristotle, stop spinning in your grave.

■

Announcement of a faculty art exhibit:

"UW-MARATHON CENTER. Recent work by Thomas M. Flemming, an associate pressure of art . . ."

We owe a lot to teachers like that.

■

From the Lyndon State College *Critic:*

"Lower interest rates on college investments and lower enrollment figures are expected to force the Lyndon State College administration to look at ways to decrease spending and increase income. . . .

"The types of cuts are not known at this time, [Dean Rex] Myers said. 'There are a lot of question marks. It's a nebulas guessing game."

The fault, dear Myers, is not in our stars.

■

The menu at Harvard's Cronkhite Graduate Center offered a south-of-the-border selection under this title:

MEXICAN SIESTA

■

Announcement in *The Department Advisor,* a publication from Higher Education Executive Publications:

FACULTY HANBOOK

Content and Revision Seminar

Boston, Massachusetts

"At least we know where to start," a reader observes.

■

Police notice in *The Kent Stater:*

"Patrick S. Conner, 24, of Rootstown, was arrested Monday night on a charge of stealing a government document entitled 'Robbery in the United States' from the library. The document is valued at $5."

Poor man was only trying to better himself. —C.G.

In Brief

Publication links donation to testimony

LINCOLN UNIVERSITY, PA.—Lincoln University has denounced as "preposterous" a report alleging that its president testified on behalf of Supreme Court nominee Clarence Thomas in September 1991 in return for a $10-million gift from a wealthy Republican.

"It's tabloid journalism," said Niara Sudarkasa, Lincoln's president.

Black Issues in Higher Education, a twice-monthly journal, has reported that seven anonymous university officials claim that Lincoln was promised a "generous gift" from an heiress, Elena Yee, as a *quid pro quo* for Ms. Sudarkasa's testimony. It also says the gift was arranged by a lobbying firm co-owned by Armstrong Williams, a close friend of Mr. Thomas and key Senate Republicans.

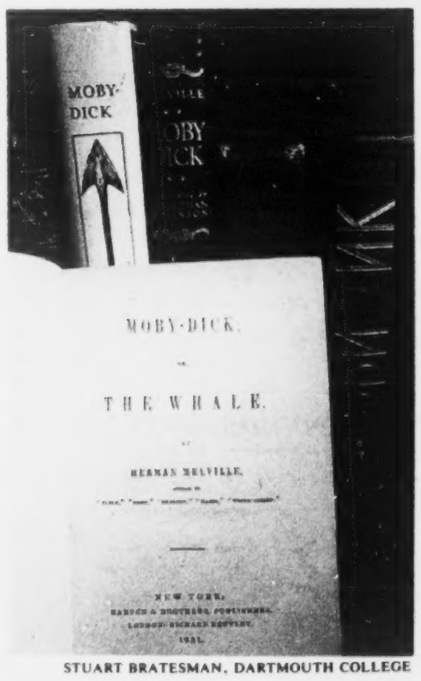
Ms. Sudarkasa said Lincoln had hired Mr. Armstrong to identify potential donors and that Ms. Yee's interest in Lincoln preceded Mr. Thomas's nomination. ■

JOHN HUBBARD, COLGATE U.

Colgate U. sponsors National Volunteer Day

HAMILTON, N.Y.—More than 500 Colgate University alumni dedicated a day to community service, staffing food banks, repairing homeless shelters, and removing grafitti as part of "National Colgate Volunteer Day." The alumni worked on projects in 25 cities. Above, Jeff Barlock, class of 1988, helps repair a playground in Hamilton.

Judy Doherty, associate director of alumni affairs, said Colgate alumni who did volunteer work in college and who want to start an active community-service alumni club viewed the day as a step in the right direction. ■



STUART BRATESMAN, DARTMOUTH COLLEGE

Dartmouth is given collection of 'Moby-Dick'

HANOVER, N.H. — Dartmouth College has mounted an exhibit of some of the 232 editions of Melville's *Moby-Dick* donated last fall by an alumnus who spent seven years building the collection.

William S. Clark, who graduated from Dartmouth in 1942, is now an investment manager in San Francisco. His collection includes copies in 31 of the at least 42 languages in which *Moby-Dick* has been printed.

Dartmouth's Baker Library, which has a substantial Melville collection, scheduled the exhibit to coincide with the 50th reunion of Mr. Clark's class at the college.

Mr. Clark says he was motivated by an urge to collect books, not by love of the epic itself. "I found it difficult to get through," he says. ■

Plans to raze historic building prompt criticism

WEST LAFAYETTE, IND.—Plans to raze a 91-year-old building, home of some of the state's most important agricultural discoveries, have angered many at Purdue University. Officials say renovating the deteriorating Entomology Hall would be too costly. But opponents say the university has adopted a "tear-it-down mentality." ■

University won't support women-only service

MADISON, WIS.—The University of Wisconsin campus here will end its support of a women-only transportation service and begin a campus service for all students and university employees.

Mary K. Rouse, dean of students, said the university had received several complaints from men about its financial support of the Women's Transit Authority, a community transportation service that does not allow men to ride in or drive its vehicles.

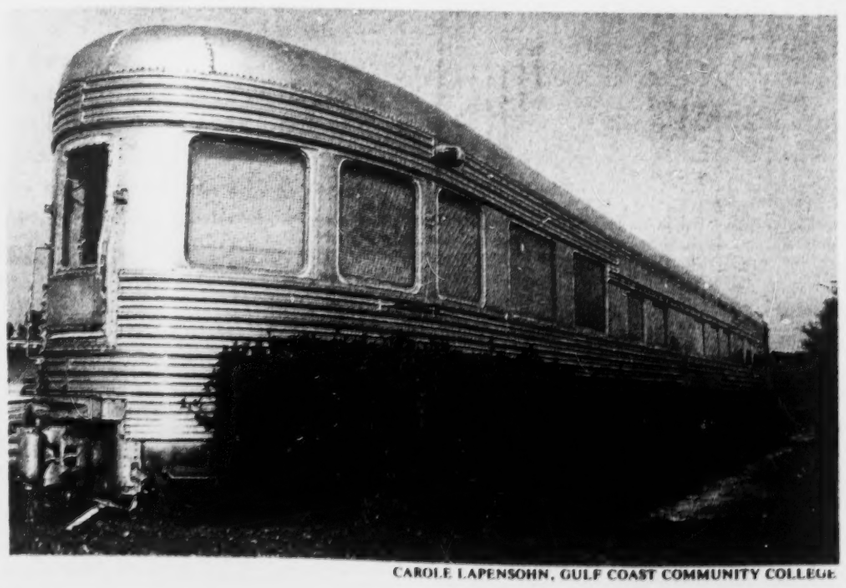
The University will begin Campus SAFE ride on July 1.

Some students opposed the change, saying that by including men the university service could not guarantee the safety of female riders. ■

College no longer needs car to draw attention

PANAMA CITY, FLA. — The prime tourist attraction at Gulf Coast Community College has hit the auction block.

The college's Pullman executive coach railcar (*below*), which dates to the 1940's, served as a guest house and conference room during its tenure of almost three decades at the college. Its original purpose was to catch the eye of drivers on the highway and draw them to the campus. For the past ten years, as the institution has grown, the railcar has been little used. Charlie Bond, the library director, said the college had benefited from the "public-relations ploy" and no longer needed the car. ■



CAROLE LAPENSOHN, GULF COAST COMMUNITY COLLEGE

Students call state flag racist

ATLANTA—A group of college students burned a Georgia State flag in front of the Capitol here, calling on the Legislature to remove the Confederate battle emblem from the banner.

About 15 local-university students who are members of a group called Students for African American Empowerment were involved in the protest. The students called the emblem racist.

The battle emblem was added to Georgia's flag in 1956 by lawmakers angered by forced integration. Three other states also officially display the emblem.

Two weeks before the students' protest, Georgia Gov. Zell Miller said he would ask lawmakers to change the flag's design when the Legislature convenes next year. ■

Correction

■ An article about a controversy at Harvard University Law School (*The Chronicle,* May 6) incorrectly called the New England School of Law the New England College of Law. ■

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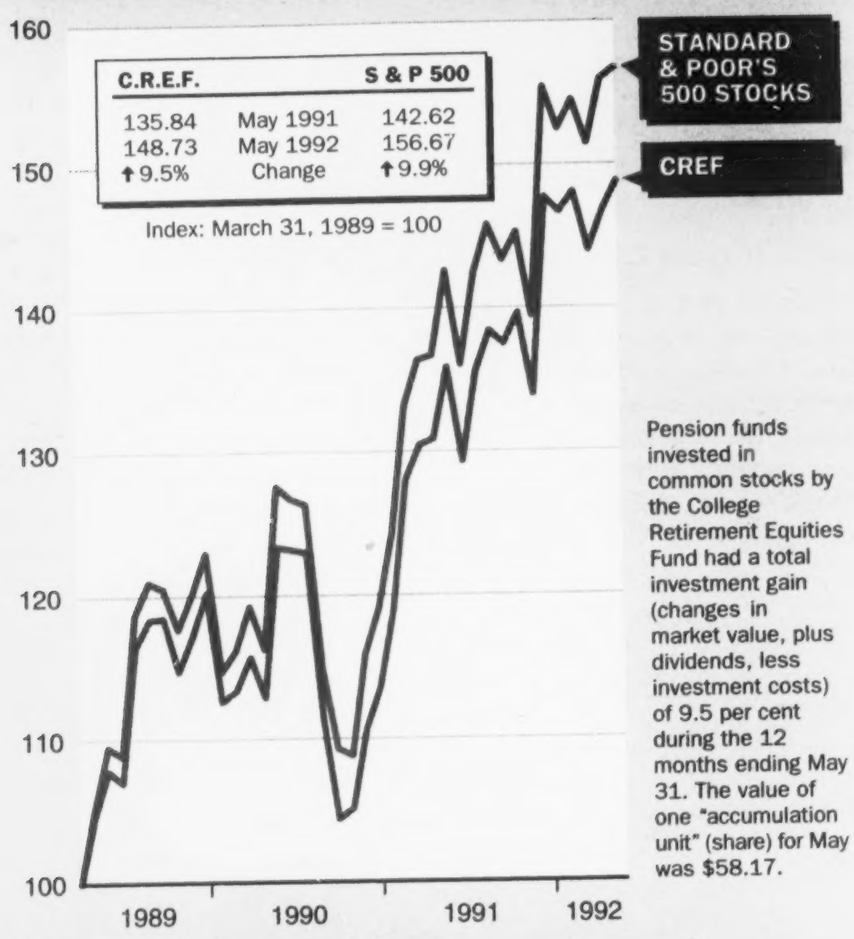
Trends and Indicators

Pension Money in the Stock Market



Pension funds invested in common stocks by the College Retirement Equities Fund had a total investment gain (changes in market value, plus dividends, less investment costs) of 9.5 per cent during the 12 months ending May 31. The value of one "accumulation unit" (share) for May was $58.17.

SOURCE: College Retirement Equities Fund

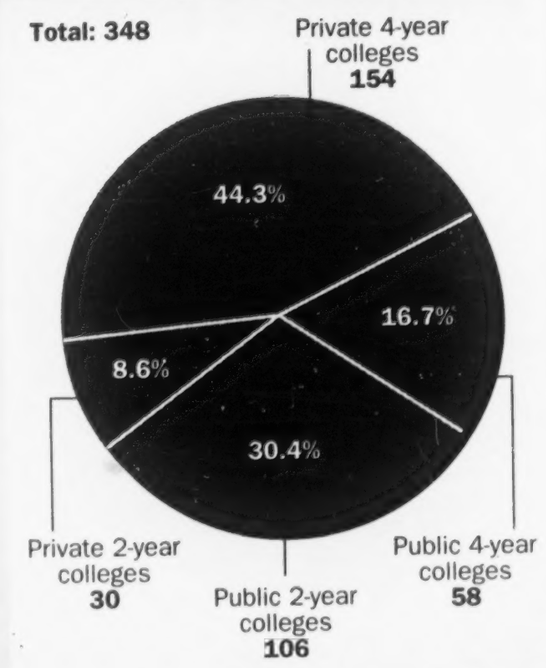
Female College Presidents

The number of female college presidents reached a record high of 348 in April 1992, according to the American Council on Education.

Fourteen per cent of the presidents were members of minority groups, with 5 American Indian, 2 Asian, 26 black, and 17 Hispanic women leading colleges and universities.

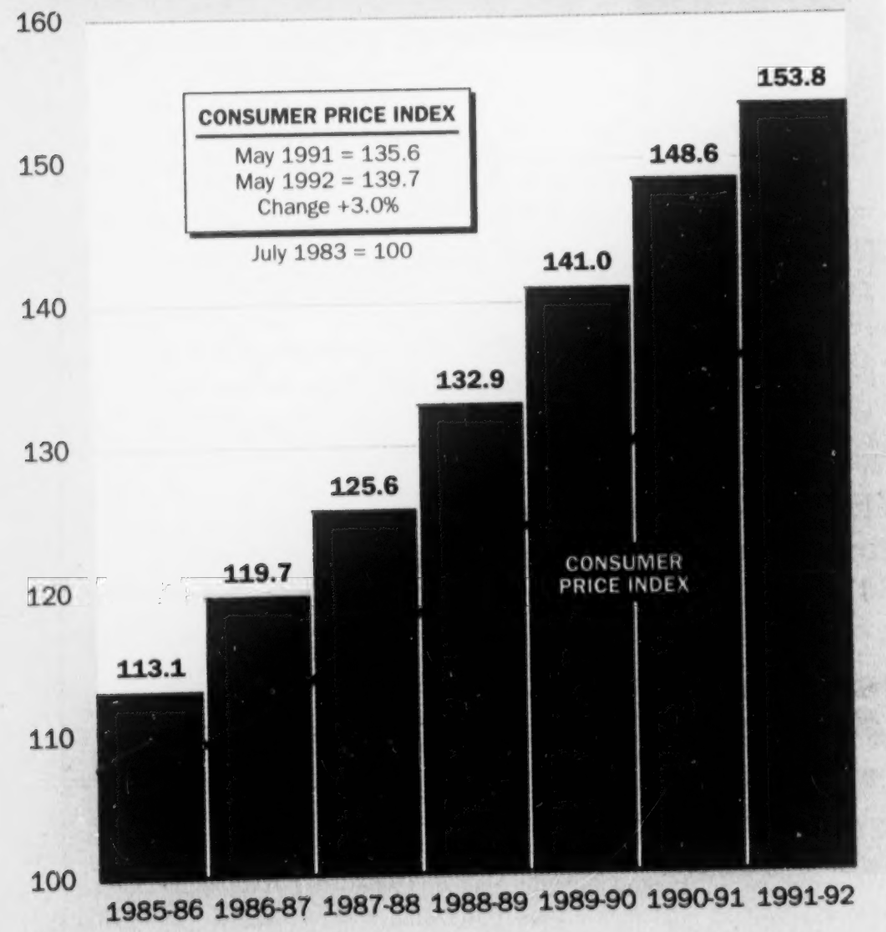
The states with the largest number of female presidents were New York (39); California (37); Massachusetts (26); Pennsylvania (25); and Illinois (15).

In 1975, when the council began collecting such data, 148 institutions were headed by women.



SOURCE: American Council on Education

Faculty Pay and the Cost of Living



SOURCES: American Association of University Professors; U.S. Department of Labor

CHRONICLE CHARTS BY JOJO GRAGASIN

A Campus Dies in Rural Minnesota as the State University Faces Reality

Continued From Preceding Page

as 23 tenured employees who have elected to relocate in the system.

In March, the board gave its blessing to the plan.

Since then, the closing has taken on a symbolic importance. Perhaps more than anything else, it is a symbol of a new, more prudent era in higher education, an era shaped by tight financial times and the growing realization that universities cannot afford to be all things to all people.

Critics of the closing say it is also a symbol of the neglect of rural interests, and of the state's failure to coordinate its higher-education programs adequately. They accuse Mr. Hasselmo of sacrificing the rural campus to save what amounts to slightly more than 1 per cent of the state-financed portion of the university's budget.

The logistical and human dimensions of the closing, meanwhile, have led to an entirely different set of tensions. The campus has spent the past year wrestling with issues ranging from the appropriate treatment of terminated employees to the future use of its facilities.

The early 1970's saw a number of public-campus closings, as some states consolidated branch campuses or shut down two-year teachers' colleges. In the last 15 years, though, only four public institutions have closed, according to data collected annually by the Education Department.

Whether the latest economic crunch will lead to additional public-campus closings remains to be seen. C. Peter Magrath, president of the National Association of State Universities and Land-Grant Colleges and a former president at Minnesota, said he thought most institutions would continue to eliminate individual programs, as many have been doing, rather than entire campuses.

If other institutions do decide to follow Minnesota's lead, Waseca is sure to become a case study on closing a campus. Some professors and administrators here are already using it as the subject of scholarly articles.

"I hope people can learn from this," says Richard B. Heydinger, the university system's vice-president for external relations. He adds: "I think we did it right."

Opened in 1971

The Waseca campus opened on September 27, 1971, on the site of a former agricultural high school. Its aim was to provide students from rural areas with two-year degrees in applied agricultural sciences, something they couldn't get at most state technical schools or four-year institutions. Known for its hands-on experience, Waseca had its own livestock pens and greenhouses, and required students to take jobs in their major.

Before the closing was announced, Waseca enrolled about 1,100 students, of whom two-thirds were enrolled full time. About 500 lived on the campus.

In the campus's view, Waseca had been carrying out its mission right up until that January day when Mr. Hasselmo came to town with the bad news. Professors often make the point that Waseca graduates received three or four job offers each. They had come from rural areas and returned to them after they graduated.

As most people here saw it, why ruin a good thing?

Many observers speculated that officials of the system wanted to close Waseca to show legislators they could make tough choices and perhaps inspire other higher-education systems in the state to follow suit. (One administrator, who thinks the system had already decided to close Waseca when it convened the panel to study future options, drily calls the panel's report "an extra-credit assignment.")

Years of Tension

Others suggest that years of tension between staff members and administrators branded the campus as a troubled place, making it easier to close in a budget crisis.

James L. Gibson, an associate professor of agricultural production here, has another theory: "We did not do a very good job of institutional research to show the public what we were doing." He became one of the most vocal opponents of the closing, compiling statistics and fact sheets documenting the campus's success.

From Mr. Hasselmo's standpoint, success had come at too high a price. The system calculated Waseca's average cost per student in 1990-91 at $9,464, compared with $5,657 for lower-division students throughout the system.

In the weeks that followed Mr. Hasselmo's announcement, students and professors, community leaders, local legislators, and alumni put up a fight. Mike Halvorson, president of the First National Bank of Waseca, recalls the "Save Waseca" campaign: "Oh, man, we had rallies. We had busloads to the state capitol. We hired a lobbyist."

Glowing Survey Results

Campus supporters surveyed alumni and area businesses and bombarded state officials with pages of glowing survey results. Their counteroffensive included arguments that Waseca's instructional costs and enrollment trends stood up much better than those of other agricultural programs.

Most important, they argued, Waseca's programs were special: While a student could study, say, swine production in a non-degree program at a technical college, the focus would be far narrower. That some technical colleges have since expressed an interest in some of Waseca's programs only reinforced that view.

Among the students who rallied was Brent Bunke of Rushford, Minn., a community of 1,500 people. "I wanted to come here because it's in a small town," he says. "I don't think many farm kids will go racing to the big cities. I think a lot will just stay home."

In the end, a legislative challenge to the closing never materialized. The board's decision stood.

LeRoy Stumpf, chairman of the higher-education division of Minnesota's Senate Finance Committee, thinks most legislators supported the system's long-term goals. "The university was making

Lessons Learned From a Campus Closing

The University of Minnesota at Waseca has spent the past academic year preparing to close its doors permanently at the end of the summer. Administrators, professors, and staff members were asked by "The Chronicle" what lessons they had learned from the closing process, and whether they would have done anything differently. Some of their comments follow.

Sandra K. Allaire, assistant professor of child development: "Get it over with. This has been going on for two years. The best move was to get the employee-transition center up; the worst was not recognizing that people go through things at different times."

C. Eugene Allen, the university system's vice-president for agriculture, forestry, and home economics: "If you close one campus and you need to close more, you'd better close them all at the same time. Let the pain in the state be spread."

Loren Dehle, a former farmer who enrolled at Waseca to prepare for a new career in food inspection: "I think the whole thing could have been studied better. It was too much, too fast. They might have realized they could have moved some of the technical campuses here."

Kathryn L. Hanna, acting vice-chancellor for academic affairs: "My main concern is that our curriculum is being lost. It's like a bad divorce, and nobody made any plans for the child." (She thinks higher-education officials should have done a better job insuring that Waseca's programs were carried over to other institutions.)

Nils Hasselmo, president of the university system: "I think it's played itself out about as well as it could have. We have met our contractual obligations and used special programs to soften the impact on employees. The timing was short enough not to have it drag on, and long enough to minimize the damage to employees and students.

"There were some complications with rumors that the university was trying to turn it into a prison. We would have tried to avoid rumor mongering."

Nancy Wilhelmson, acting chancellor of the Waseca campus: "The most difficult part was giving certain staff members special severance contracts and not others. There was a lot of turmoil over this." —CAROLYN J. MOONEY

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"This turns most of the campus codes into hamburger."
A lawyer, on the Supreme Court's 'hate speech' ruling: A19

"Let there be no mistake about our belief that burning a cross in someone's front yard is reprehensible. But St. Paul has sufficient means at its disposal to prevent such behavior without adding the First Amendment to the fire."
Justice Antonin Scalia: A19

"Despite their minimal training in grammar and the usage and history of language, most English teachers warm to the task of serving as language police."
A professor of English, on academe's insistence on 'proper English': B1

"The United States has been the world leader in this field since the Second World War. For Congress to almost willfully kill the field is a national disaster."
A dean of science, on the House vote to kill the Superconducting Supercollider: A22

"People who spent money on these services might as well have thrown it out the window."
A student-aid official, on 'scholarship search' companies: A29

"Everybody's seen *Star Wars*, and everybody thinks that robots are really easy to build."
The organizer of the Aerial Robotics Competition: A16

"The way engineering is practiced has changed dramatically over the years, and we in education need to catch up."
The executive director of the American Society for Engineering Education: A13

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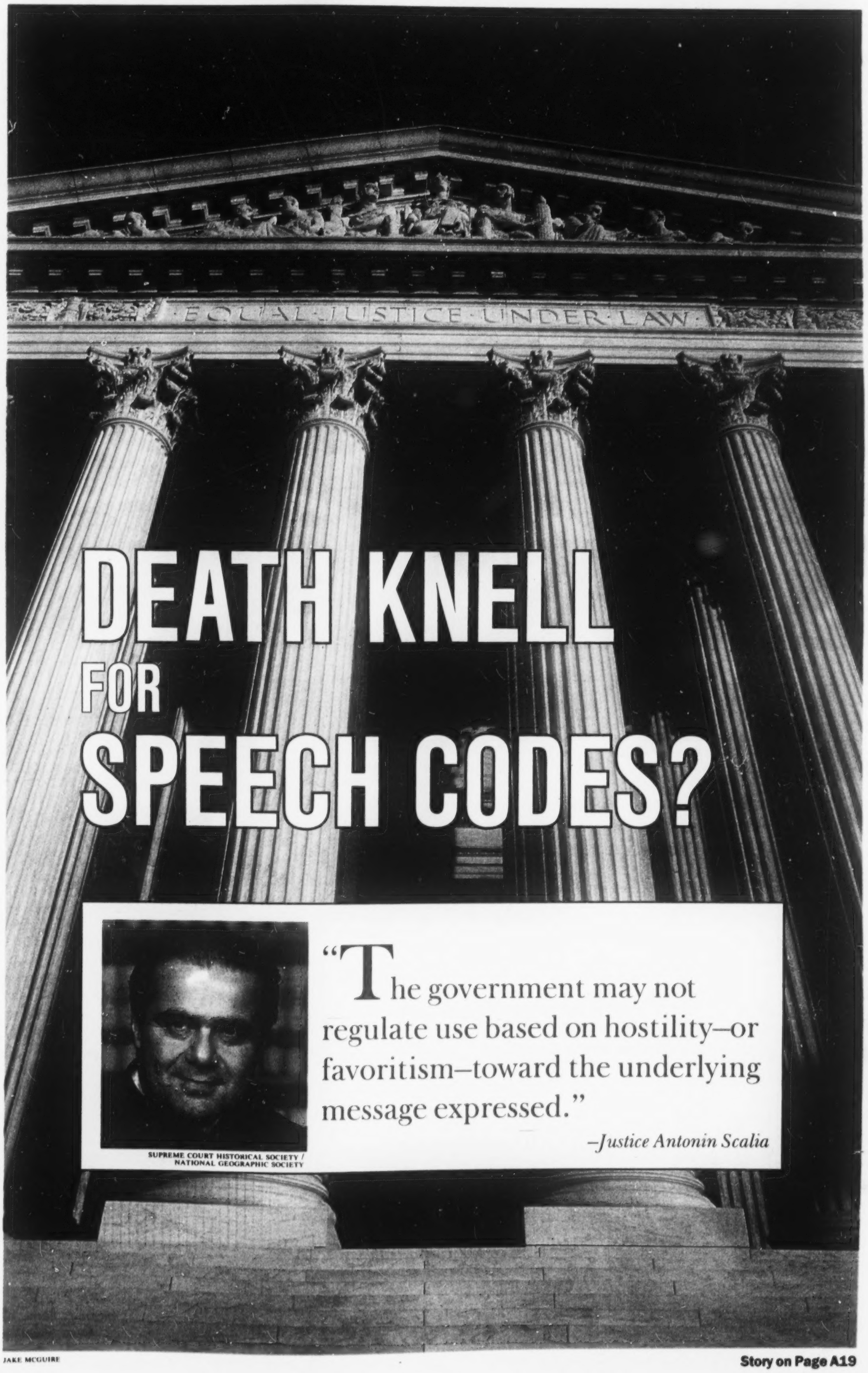
EQUAL JUSTICE UNDER LAW
DEATH KNELL
FOR
SPEECH CODES?
"The government may not regulate use based on hostility–or favoritism–toward the underlying message expressed."
–Justice Antonin Scalia
SUPREME COURT HISTORICAL SOCIETY / NATIONAL GEOGRAPHIC SOCIETY

JAKE MCGUIRE

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